

# A Call To Action

## The City's Response to Youth Concerns

*The City Is Mine*  
*Youth Summit – Follow Up*

February 3, 2001

**FULL REPORT**

# Safety and Violence

*Safety and violence ranked at the top of youth’s concerns. Youth expressed that they want to feel safe in their communities and schools. At the same time, youth raised concerns regarding their relationship with the police. They want the police to treat them with respect and expressed that officers should get to know their communities better. Youth also emphasized that it would be possible to reduce the amount of violence in communities by providing greater job and program opportunities. The major issues that youth identified are listed below.*

## Issue: Empowering Youth

Many young people feel that the police mistreat them and that police do not seem to know or utilize effective strategies for working with youth. Several suggestions center around the idea of creating a group or groups of young people to advise the police, offer them insight into youth, and help train them to better understand and work with youth.

WHAT YOUTH SAID	WHAT WE’RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
<b>1. Establish a Youth Advisory Council to advise Chief Ramsey.</b>	<ul style="list-style-type: none"><li>• Police Chief’s Youth Advisory Council was established on 1/2001.</li></ul>	<ul style="list-style-type: none"><li>• Too early to tell – implemented recently.</li></ul>	
<b>2. Establish youth advisory boards in each Police District and/or each Police Service Area (PSA).</b> <ul style="list-style-type: none"><li>• Implement a new model of outreach – youth to meet with District Captains on a regular basis.</li><li>• Establish a citywide youth advisory board specifically for the Metropolitan Police Department.</li><li>• Lobby for DC youth to be heard and for actions to be taken.</li></ul>			<ul style="list-style-type: none"><li>• The Police Chief’s Youth Advisory Council members are representatives from each of the 7 Police Districts. They will serve as the Chairperson of his/her respective Police District Youth Advisory Council (PDYAC).</li><li>• The PDYAC will be officially established by the summer of 2001.</li></ul> The PDYAC will meet with pertinent District officials on a regular basis. <ul style="list-style-type: none"><li>• The Police Chief’s Youth Advisory Council will consist of youth representatives citywide.</li><li>• The Police Chief’s Youth Advisory Council will have lobbying power to influence policy development within the MPD.</li></ul>

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
3. Create a police “diversity” training program to teach police how to deal with youth, make sure youth are involved in training.	• MPD requires that all officers participate in mandatory diversity classes.		• The Police Chief’s Youth Advisory Council will work with MPD to develop a youth/police relations training module, as well as participate in training.
4. Involve youth in community decision making and planning, especially around youth issues like the location and use of playgrounds and community centers.	• MPD has a comprehensive Policing for Prevention Model, which involves police, business, and citizens working together to address community problems, through a joint decision making process.	• More adult participation than youth.	• MPD will develop a Youth Problem Solving training module, and train you on the overall community problem solving process.
5. Investigate all reports of inappropriate police conduct with youth; involve youth in reviewing allegations; and take action in all substantiated cases.	• The newly created Civilian Complaint Review Board (CCRB) investigates complaints against police.	• This was implemented in 1/2001 and most youth probably are unaware of its existence. Youth frequently do not submit formal complaints to the CCRB or are not aware of the process.	• The MPD will develop a public relations campaign to educate youth on the process for filing citizen’s complaints.

*Issue: Community Policing*

Young people want the police officers that work in their neighborhoods to be active members of the community. They want to integrate police officers into the neighborhoods they police in order to instill community trust and reduce fear and animosity.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
<b>1. Develop strategies to involve police in positive community activities/events – so that arresting people isn’t the only interaction police have with community members.</b> • Encourage police officers to become involved in neighborhood programs and activities with youth.	• Through the PSA concept, Officers sponsor and are involved in numerous positive community activities, such as summer play street programs, hosting Halloween & Christmas parties, collecting food for Thanksgiving, sponsoring basketball tournaments, and co-sponsoring trips with various community-based organizations.	• It appears to be lacking in getting the information out to the youth within the community.	• MPD will enhance efforts to inform youth of department sponsored or co-sponsored youth related activities.
<b>2. Police should walk their neighborhood beat, not drive – and make their presence known near schools after school has let out and again following completion of after-school activities.</b> • Designate specific police officers in each District to respond to citizen’s request. • Police need to make an effort to meet community. • Police should interact positively in communities.	• Through the Policing for Prevention concept, officers are encouraged to walk or ride their bikes on their beats and are encouraged to forge a closer working relationship with the community. • The PSA officer is the initial contact for citizens to address issues of concern.		• Continue to modify training to meet community needs and ensure officer/citizen involvement and that youth participate.
<b>3. The community should be involved in recruitment of police officers.</b>	• MPD works closely with the community, local schools, universities and businesses to advertise and recruit for police officer positions.		
4. Develop Big Brother/Big Sister programs between police officers and youth.			
5. Start a Ride-Along Program (youth riding in cars with police officers).	• MPD has a very comprehensive Ride-along Program.		• MPD needs to advertise the program throughout the local school systems.

<b>WHAT YOUTH SAID</b>	<b>WHAT WE'RE DOING</b>	<b>HOW IS IT WORKING?</b>	<b>WHAT ELSE WE NEED TO DO</b>
6. Police need to be involved in further outreach to grade school students	<ul style="list-style-type: none"> <li>• The MPD Boys &amp; Girls Club and Child and Family Services Unit provides an array of educational and fun activities for grade school youth.</li> </ul>	<ul style="list-style-type: none"> <li>• It appears to be lacking in getting the information out to the youth within the community.</li> </ul>	<ul style="list-style-type: none"> <li>• MPD will enhance efforts to inform youth of department sponsored or co-sponsored youth related activities.</li> </ul>
7. Implement Officer Friendly programs in schools – an officer within the schools who listens to and acts on students needs.	<ul style="list-style-type: none"> <li>• MPD provides School Resource Officers to work and interact with youth within the schools, during school hours.</li> </ul>		<ul style="list-style-type: none"> <li>• MPD will develop programs, which would promote more officer/student interaction.</li> </ul>
8. Have more youth oriented town hall meetings to speak with community leaders and police.			<ul style="list-style-type: none"> <li>• The Police Chief's Youth Advisory Council will work with MPD and youth to establish forums for information exchange.</li> </ul>

*Issue: Youth and their Civil Rights*

Young people sometimes think that adults take advantage of them and disrespect them. This is especially true of law enforcement officials. Youth believe that their needs to be more emphasis placed on educating young people about their civil rights.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
<b>1. Create a booklet to educate youth about their rights and explain the laws of our city. Expand the training on civil rights for city youth of all ages.</b> • Empower youth so they will know their rights.			<ul style="list-style-type: none"><li>• MPD will be developing a booklet to educate youth of their rights under District of Columbia law.</li><li>• MPD will develop a civil rights training module to be presented to youth during prevention/intervention training sessions.</li></ul>
<b>2. Allow “junk arrests” to be removed from juvenile records.</b>			<ul style="list-style-type: none"><li>• MPD will review the legal ramifications of the removal of “Junk Arrests”.</li></ul>
3. Teach police officers to offer more respect to young people – youth have rights.	<ul style="list-style-type: none"><li>• All MPD sworn personnel are required to participate in classes on cultural diversity, communication, and sensitivity.</li></ul>		<ul style="list-style-type: none"><li>• MPD will continue to monitor police response to citizens to ensure that the highest level of professionalism is maintained.</li></ul>

*Issue: Police Officers and Training*

Young people recognize that the presence of the police can make communities safer. In general, youth want more police on the streets so they can feel safer, but they want a different relationship with the police; they want the police to better understand and respect youth and to serve as resources for youth.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
<b>1. Require all police to participate in training on how to work effectively with youth.</b> <ul style="list-style-type: none"><li>• Teach police better communication/relationship skills.</li><li>• Make sensitivity training a must for all police officers.</li><li>• Require conflict resolution skills and mediation training to help better the attitudes, behavior, and respect of police towards youth.</li><li>• Train police to act in a professional manner while on duty.</li><li>• <b>Integrate the force and provide training to prevent discrimination.</b></li></ul>	<ul style="list-style-type: none"><li>• All MPD sworn personnel are required to participate in classes on cultural diversity, communication, and sensitivity.</li></ul>		<ul style="list-style-type: none"><li>• MPD will continue to monitor police response to citizens to ensure that the highest level of professionalism is maintained.</li><li>• The Police Chief's Youth Advisory Council will work with MPD to develop a youth/police relations training module, as well as participate in training.</li></ul>
<b>2. Research how other jurisdictions have improved relationships between the police and youth.</b>	<ul style="list-style-type: none"><li>• MPD consistently researches how to improve service delivery to the citizens of the District of Columbia by assessing and/or reviewing programs, visiting other jurisdictions, collaborating with other law enforcement institutions, universities and public and private organizations.</li></ul>		

### **Issue: Improving Community Safety**

Youth are concerned about the condition of their neighborhoods and want to feel safer where they live. Youth also want to feel pride in where they live. Youth are concerned about abandoned buildings and litter, homeless persons, persons dealing drugs and persons addicted to drugs.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
<b>1. Provide more community programs and facilities for youth.</b>	<ul style="list-style-type: none"> <li>• MPD provides an array of programs specifically geared towards youth. Youth programs are provided through the</li> <li>• MPD Boys and Girls Clubs, local schools, and recreational facilities.</li> </ul>		<ul style="list-style-type: none"> <li>• Refurbish the Boys and Girls Club to provide more quality service to youth.</li> </ul>
<b>2. Initiate more prevention programs/ community based programs to build trust amongst youth. Create programs for adults and children to attend together.</b>	<ul style="list-style-type: none"> <li>• MPD's Boys &amp; Girls Club and Youth and Family Services provide an array of educational, prevention and intervention programs (See "Alternatives to Violence").</li> </ul>	<ul style="list-style-type: none"> <li>• It appears to be lacking in getting the information out to the youth within the community.</li> </ul>	<ul style="list-style-type: none"> <li>• MPD will enhance efforts to inform youth of department sponsored or co-sponsored youth related activities.</li> </ul>
3. More financial resources need to be made available to implement community programs.		<ul style="list-style-type: none"> <li>• Guns still are still brought into DC from surrounding jurisdictions.</li> </ul>	<ul style="list-style-type: none"> <li>• MPD will be researching possible sources to fund community-based programs.</li> <li>• The District will use federal funds for juvenile delinquency prevention to support the Youth Summit.</li> </ul>
4. Better enforcement and collaboration between MPD and other police departments to stop gun trafficking.	<ul style="list-style-type: none"> <li>• MPD works with all local, state, and federal law enforcement agencies to address drug and gun trafficking issues.</li> </ul>		
5. Security at recreational centers needs to be provided/improved.			<ul style="list-style-type: none"> <li>• Establish coordination with recreation centers during various events for officers to visit and support their activities.</li> </ul>
6. Experienced mentors should be paired with youth with similar interests/experience.			<ul style="list-style-type: none"> <li>• MPD will be implementing mentoring programs, which specifically focus on pairing youth with experienced professionals.</li> </ul>
7. Organize community members to make and change laws.			
8. Start a guardian angel program for youth.			



*Issue: Law Enforcement*

Youth want people who commit crimes to be held accountable, but they also want services and supports to assist adult and juvenile offenders so they can become contributing members of society. Youth indicated that gun laws, drug laws and truancy laws need to be enforced. There were mixed views on curfews for youth. Many youth indicated that the curfews are appropriate and helpful to keeping youth safe; however, others felt that curfews violate youths’ rights.

WHAT YOUTH SAID	WHAT WE’RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
1. Promote rehabilitative services as alternatives to harsh punishment and incarceration.			• Fund a Youth Court to expand alternative sanctions.
2. Enforce gun laws more effectively.	• MPD is responsible for enforcement of all laws, including gun violations.		• Focus resources in neighborhoods with substantial violent activity.
3. Change drug laws and enforce drug laws effectively.	• MPD Mobile Force focuses on closing down open-air drug markets.		
4. Increase the penalty for selling alcohol to minors.	• City Council recently passed legislation-increasing fines for selling alcohol to minors.		
5. Better enforcement of truancy laws.			
6. Make penalties specific to and equal to charges- the punishment should fit the crime.			
7. Review mandatory minimum sentence requirements and sentencing guidelines.			

*Issue: Alternatives to Violence*

Youth want access to more and better jobs and after-school activities. They want more opportunities for structured youth to youth dialogue. Young people want to be trained and empowered to assist other youth to make better decisions, to serve as mediators in disputes, etc.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
1. Provide more opportunities like the Summit for youth from different Wards to come together to discuss violence and safety issues and how to unite to find solutions.	<ul style="list-style-type: none"><li>• Youth Summit follow-up meetings</li></ul>		<ul style="list-style-type: none"><li>• Create structural support and home for Youth Advisory Council to the Mayor</li><li>• Develop ward level youth advisory boards</li></ul>
2. Build more recreation centers, playgrounds and libraries.	<ul style="list-style-type: none"><li>• 6 new rec. centers being built</li></ul>		
3. Increase availability of out-of-school time programs.	<ul style="list-style-type: none"><li>• DCPS has 70 after school programs funded by TANF.</li><li>• \$12 million to 30 new after-school programs in FY 2001</li></ul>		<ul style="list-style-type: none"><li>• Encourage the providers of after school programs to include content that teaches and/or trains participants in life skills that complement classroom academics. Offer assistance to construct such programs.</li></ul>
4. Educate youth about the penalties of illegal behavior.	<ul style="list-style-type: none"><li>• DCPS Superintendent and Director of Student Hearings held briefings on the new Chapter 25 Student Disciplinary, for all Student Government Officers.</li><li>• Every DCPS Principal is responsible for having an assembly at the beginning of each school year to present &amp; review Chapter 25, Student Discipline, of the DC Board of Education Rules and Regulations.</li><li>• Local school student and parent handbooks present and review Chapter 25.</li></ul>		<ul style="list-style-type: none"><li>• Make a concerted effort to include students in the delivery of information and messages to other students. Provide opportunities for students to serve as a bridge at the local as well as at a system-wide level.</li><li>• Openly solicit from students how they want to be involved in the delivery of information to other students.</li><li>• Invite students to be a part of the process, procedure and preparation of information items that are appropriate and a part of the delivery of information to other students.</li></ul>

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
5. Provide programs to build youth's self esteem.	<ul style="list-style-type: none"> <li>• DCPS has developed system wide school based performance targets addressing school climate promoting and creating respectful student-centered learning environments that nurture all students potentials.</li> <li>• Mayor's Youth Leadership Institute trains District youth ages 14-17 on the concepts of civic and community leadership and development</li> </ul>		<ul style="list-style-type: none"> <li>• Continue the effort to develop more school-based initiatives that address school climate and building youth's self-esteem.</li> <li>• Include youth in the planning.</li> </ul>
6. Develop gang prevention programs that provide a sense of belonging- because this is what youth are looking for when they join a gang.	<ul style="list-style-type: none"> <li>• DCPS Collaborative with MPD in the provision of GREAT programs in selected schools. (Gang Resilience Educational Training).</li> </ul>		<ul style="list-style-type: none"> <li>• Expand partnerships to insure programs such as GREAT are provided in all schools.</li> </ul>
7. Continue violence prevention training in schools.	<ul style="list-style-type: none"> <li>• DCPS Peaceable Schools Initiative provides ongoing student training in alternatives to violence and conflict resolution.</li> <li>• During SY 1999-00: DCPS Peaceable Schools Initiative trained 4048 students in alternatives to violence and conflict management skills.</li> <li>• SY 2000-01: 55,000 students signed the DCPS pledge against gun violence.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to provide ongoing student training and follow-up.</li> <li>• Stay vigilant in assuring that diverse student populations are included in the planning.</li> <li>• Continue to have students be the persons to deliver the message.</li> <li>• Engage youth in selection and implementation of violence prevention strategies.</li> </ul>
8. Improve the conditions of recreation centers.			
9. Send youth to other jurisdictions to learn about violence reduction strategies.	<ul style="list-style-type: none"> <li>• DCPS Peaceable Schools initiative sends delegations of students to the Annual Fairfax County Mediation Conference to discuss ways to support intervention in schools.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to provide opportunities for DCPS youth to participate in local, regional and national forums. Make concerted effort to include diverse populations that are representative of the city.</li> </ul>
10. Create jobs for youth that provide opportunities to learn, grow, and possibly become a career.			

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
11. School counselors should be trained to do real outreach to hard to reach youth (instead of youth having to visit counselors).	<ul style="list-style-type: none"><li>• DCPS is reforming school counseling service to implement national standards</li><li>• DCPS provides Resilience Training for Counselors to provide group guidance in coping skills (Scheduled May 19, 2001)</li><li>• DCPS provides Professional Development for Counseling and meeting needs of lesbian, gay, bisexual or transgender youth (January 21, 2001)</li></ul>		<ul style="list-style-type: none"><li>• Continue to hire and train nationally certified, professional school counselors who provide the group guidance that impacts skill development and the individual and group counseling which supports and empowers students.</li><li>• Provide support and financial backing for counselors to be more proactive in engaging in community outreach and counseling with hard to reach youth.</li><li>• Support and adhere to the nationally subscribed student to counselor ratios. (ASCA standards)</li></ul>

*Issue: Services for Youth*

Youth want someone to turn to, some to look up to and someone who can help them when they are in crisis.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT WE STILL NEED TO DO
1.Develop more programs to specifically help at-risk youth	• DCPS has K-12 Safe Schools/Safe Streets curriculum—including anger management		• More after school programs targeted at high risk youth
2. Establish a special hotline for youth in danger and in need of help, advice and assistance	• Answers, Please! 24 hour-7 day a week information center on programs across the City; Call 463-6211 • DCPS Phonemaster phone lines in all schools. Offers homework hotline, a tip line and substance abuse prevention information		• Continue Phonemaster initiative. • Consider expansion of the services offered over hot line.
3. Create a youth run board (to be supported by adults) that gives out grants to youth led projects			• More after school programs targeted at high risk youth
4. Publicize available programs better	• Youth Services Directory produced and distributed at Youth Summit; now being distributed to schools, recreation centers, libraries, community organizations, etc.		• Better publicize existing resources and programs
5. Require students to take a Life Skills and conflict resolution classes before graduation	• DCPS Peaceable Schools Initiative provides ongoing conflict resolution training alternatives to violence, conflict management skills to students and staff; peer mediation in all middle schools, junior and senior highs and in selected elementary schools; peaceable school zones		• Expand opportunities for youth to be trained as peer counselors
6. Provide more updated materials in schools and community libraries			• Better publicize existing resources and programs
7. Establish domestic violence support groups within the school system and communities for girls and young women	• DCPS partners with the Commission on Mental Health Services; 14 schools have school-based mental health services		
8. Publicize jobs better, e.g., bulletin boards at every schools and youth outreach to other youth with information about available jobs.			• Better publicize existing resources and programs

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT WE STILL NEED TO DO
9. City and CBOs should create more transportation resources so youth can get to and from programs			
10. Train youth as peer counselors and peer substance abuse counselors	• DCPS Peaceable Schools Initiative provides ongoing conflict resolution training alternatives to violence, conflict management skills to students and staff; peer mediation in all middle schools, junior and senior highs and in selected elementary schools; peaceable school zones.		<ul style="list-style-type: none"> <li>• Encourage more students to take peer mediation training.</li> <li>• Encourage youth to engage/ interest other youth to become involved.</li> </ul>
11. Develop more mentoring and big brother/big sister programs; make sure some mentors are people who have “been there”			<ul style="list-style-type: none"> <li>• Expand mentoring programs</li> </ul>
12. Develop more drug prevention programs and involve youth in their development	• DCPS Phonemaster phone lines in all schools. Offers homework hotline, a tip line and substance abuse prevention information		
13. Establish city-wide grief and loss counseling programs	• DCPS participates in the Interagency Council on Youth Loss and Healing, which meets weekly. Provides training for facilitators who conduct grief counseling in DCPS weekly (on call and weekly).		
14. Increase access to counseling/mental health services in schools	• DCPS is partnering with Commission on Mental Health. Currently there are 18 schools receiving school-based mental health supports (available within the local school) The programs are found in elementary, middle, and senior high schools.		
15. Make all programs available to youth at a younger age	• DCPS Phonemaster phone lines in all schools. Offers homework hot line, tip line and substance abuse prevention information.		
16. Provide additional recreational centers and expand after-school programs for troubled youth, especially females			
17. Develop anger management and social skills classes and begin teaching them at the elementary school level	• DCPS has K-12 Safe Schools/Safe Streets curriculum—includes anger management		

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT WE STILL NEED TO DO
18. Increase availability of weekend, after school and summer jobs			
19. Create more Safety Zones and Safe Houses			
20. Provide day care in all schools and programs			
21. Support Gay, Lesbian, Bisexual and Transgender (GLBT) programs and clubs	• DCPS provides Professional Development for counseling and meeting needs of GLBT youth		

*Issue: School Security*

Youth want to feel safe at school and many youth called for increased school security; however, youth do not want their schools to feel like prisons.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
1. Security guards should be more professional and treat all students equally.	<ul style="list-style-type: none"><li>• DCPS Professional Development provided regularly. Delivery of services intended to be equitable; however, every circumstance is different and requires actions appropriate to the circumstances.</li></ul>		<ul style="list-style-type: none"><li>• Include workshop content sessions that teach "holistic" approaches and strategies for working with students</li><li>• Help students remember &amp; recognize the officers' perspectives and contribute to conversations on holistic strategies that may be effective.</li></ul>
2. Allow students to bring cell phones to schools to be used only in the case of an emergency (many students participate in before and after school activities when it is still dark.	<ul style="list-style-type: none"><li>• DCPS students with bona fide emergencies are permitted to use school phones. Cell phones cause potential liabilities to students and the school system.</li></ul>		<ul style="list-style-type: none"><li>• Explain to students how and why the negative impacts of cell phones far outweigh the positive impacts perceived by students. Expound on legal and liability issues.</li></ul>
3. Provide better training for school personnel including security guards, teachers, etc.	<ul style="list-style-type: none"><li>• In DCPS Professional development is part of ongoing curriculum for security personnel.</li><li>• Training is a priority. Intended to address changes in behaviors, cultures, and trends.</li></ul>		<ul style="list-style-type: none"><li>• Include youth panels into professional development sessions to stimulate dialogue and understanding.</li></ul>
4. Involve students in decision making about school security strategies.	<ul style="list-style-type: none"><li>• Students are members of DCPS School Security Committee in accordance with Superintendents Directive No. 660.1. The Committee plans school-wide safety, health security awareness training, determines potential safety, health and security hazards.</li></ul>		<ul style="list-style-type: none"><li>• Make students' participation on the Security Committee more visible. Applaud students' participation, efforts and contributions publicly.</li></ul>
5. Provide trained mediators in every school.	<ul style="list-style-type: none"><li>• The DCPS Peaceable Schools Initiative is a multiyear plan focusing on training student mediators in all public schools and participating non-public schools.</li></ul>		<ul style="list-style-type: none"><li>• Continue to recruit and train mentors.</li></ul>
6. Create a safety plan for each school.	<ul style="list-style-type: none"><li>• Each DCPS is required to have a Safety and Security Plan, which includes an Emergency Response Plan that is on file at every school and at the Division of School Security.</li></ul>		<ul style="list-style-type: none"><li>• Publicize existence of the school Safety and Security Plan with students and parents. Share the plan appropriately without compromising the integrity and security of the school plans.</li></ul>



<b>WHAT YOUTH SAID</b>	<b>WHAT WE'RE DOING</b>	<b>HOW IS IT WORKING?</b>	<b>WHAT ELSE WE NEED TO DO</b>
7. Ensure that teachers and security work together - they should all have emergency equipment.	<ul style="list-style-type: none"> <li>• MPD has at least one school safety officer in each DCPS Senior high school and many middle schools. Officers coordinate with teachers / principals to provide crime prevention seminars.</li> </ul>		<ul style="list-style-type: none"> <li>• Initiate additional partnerships in the community to ensure a continuous collaborative effort.</li> </ul>
8. Increase school security either additional staffing (rather than, for example, additional metal detectors).	<ul style="list-style-type: none"> <li>• DCPS installed new video intercom cameras in each of the 104 elementary schools. Cameras limit access to elementary school buildings.</li> <li>• DCPS has installed closed circuit digital cameras in all secondary schools. Cameras will be in all secondary schools by SY 01-02.</li> <li>• Increasing the number of security officers is not necessarily the answer to school related issues. " Security is Everyone's Responsibility."</li> <li>• Solutions to maintaining a safe and secure school environment is a shared responsibility.</li> </ul>		<ul style="list-style-type: none"> <li>• Assure that all equipment remains in good working order.</li> <li>• Apprise youth of the provisions made, the rationale for the equipment in assisting to protect everyone.</li> <li>• Apprise youth of the necessity for everyone to work together to maintain a safe environment.</li> <li>• Publicize the results of adult / student conversations and interactions so that the public understands that joint decisions are being made.</li> </ul>
9. Security guards should establish personal relationships with students.	<ul style="list-style-type: none"> <li>• Security officers are required to maintain a positive professional demeanor. The statement to establish a personal relationship with students is unclear as to the expectation or intent of such a relationship.</li> <li>• DCPS has minimum of at least one security officer assigned to every school.</li> <li>• All secondary schools utilize walk-through and/or hand held magnetometers for detecting weapons and other illegal contraband.</li> <li>• 18 schools are equipped with X-Ray machines</li> <li>• 26 secondary schools equipped with closed circuit TV. Additional 45 school by 2001".</li> <li>102 elem. classrooms have Access Control video System.</li> </ul>		<ul style="list-style-type: none"> <li>• Provide workshops that enable security officers to take a realistic approach to students when the opportunities present themselves.</li> </ul>

**Issue: Parent Education and Support**

Youth realize that parenting is a hard job. They want education, training and support to be available to parents without any stigma attached.

WHAT YOU SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
1. Convene a Parent Summit	<ul style="list-style-type: none"><li>• The last DCPS citywide parent conference was held in 1995. Cluster conferences were held in '96 and '97.</li><li>• A committee was convened in Jan '01 to survey the current needs of conducting a parent summit.</li></ul>		<ul style="list-style-type: none"><li>• Provide more learning opportunities for parents while assuring that we don't duplicate efforts already underway within DCPS Office of Parent Affairs (e.g. Citywide Conferences, Spec. Ed Parent Forum, Father's Conferences and Strengthening Coalition Conferences.)</li></ul>
2. Require parenting classes for those 18 and under in order to graduate.	<ul style="list-style-type: none"><li>• DCPS Office of Parent Affairs collaborates with local CBO's to conduct parent training at local schools.</li></ul>		<ul style="list-style-type: none"><li>• The issue of mandatory classes requires a School Board Ruling.</li></ul>
3. Establish a program to discuss the Parent/child culture gap.	<ul style="list-style-type: none"><li>• DCPS in collaboration with Mega skills will be conducting 11 workshops in the following areas; Confidence, Motivation, Responsibilities, Effort, Initiative, Perseverance, Caring, Team Work, Common Sense, Problem Solving and Focus</li><li>• DCPS Parent Affairs Office will be conducting Health Education classes for parents. Biannual Strengthening Family Conference also addresses this issue.</li></ul>		<ul style="list-style-type: none"><li>• Make concerted effort to involve as many parents as possible.</li><li>• Consider formatting the workshop for video or cable viewing on channel 28 or 16.</li><li>• Survey parents in order to determine which modes of receiving information are most convenient and helpful for them.</li></ul>
4. Provide all information in multiple languages.	<ul style="list-style-type: none"><li>• DCPS currently offers information in Chinese, Spanish, French and Vietnamese in addition to English.</li></ul>		<ul style="list-style-type: none"><li>• Continue to evaluate whether we are providing information in enough or most popular languages for parents/ guardians.</li></ul>
5. Design programs aimed at increasing parental involvement.	<ul style="list-style-type: none"><li>• Mission of DCPS Office of Parent Affairs: increase parental involvement (E.G. parent training, training school personnel, special community events, newsletters &amp; family resource centers...)</li><li>• Conduct regular meetings with FRC's to provide strategies.</li></ul>		<ul style="list-style-type: none"><li>• Continue efforts to increase parental involvement.</li></ul>

<b>WHAT YOU SAID</b>	<b>WHAT WE'RE DOING</b>	<b>HOW IS IT WORKING?</b>	<b>WHAT ELSE WE NEED TO DO</b>
6. Provide family support centers in neighborhoods.	<ul style="list-style-type: none"> <li>• DCPS mandates that Family Resource Centers be established in every school.</li> </ul>		<ul style="list-style-type: none"> <li>• Provide assistance to local schools to set-up Family Resource Centers if needed.</li> </ul>
7. Create a citywide parent newsletter.	<ul style="list-style-type: none"> <li>• DCPS Office of Parent Affairs publishes two citywide parents. newsletters: Improving Student Achievement and Supporting Academies.</li> <li>• Currently piloting a monthly Parent Newsletter that is mailed home to parents.</li> </ul>		<ul style="list-style-type: none"> <li>• Receive support from the community, faith-organizations to circulate newsletters.</li> </ul>
8. Develop more family oriented programs.	<ul style="list-style-type: none"> <li>• Each school required to have Family Resource Centers &amp; FRC Coordinators to provide parent outreach and family-oriented programming.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue soliciting support from the community to assist local schools in their efforts.</li> </ul>
9. Offering parenting class to everyone.	<ul style="list-style-type: none"> <li>• DCPS Peaceable Schools initiative funds over 40 parent-centered support programs with support groups for parents. Course topic ranges: job training and understanding your child's schoolwork and grades to self esteem building.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to provide classes for parents.</li> <li>• Publicize to as many parents as possible.</li> <li>• Increase the number of classes offered.</li> </ul>

**Issue: Public Perception of Youth**

Many youth feel adults do not take them seriously. They also feel that adults and the police misperceive them, in particular. Youth feel that adults make negative assumptions about them because of the way they look, the way they are dressed or simply because they are young. Youth care about themselves, their families and their communities and they want to be involved in their community and civic life.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
1. Create a PSA Series where young people talk about how they are treated and adults talk about responsive behavior.			• MPD will develop with the Youth Advisory Board a training curriculum in FY01 that will be incorporated into police's mandatory training.
2. Produce a DC cable program about youth and their positive accomplishments.	•DCPS Channel 28 produces several programs that highlight youth and their positive accomplishments e.g. Eye on DC • Mayor Williams will lead a delegation of youth to meet with Donald Graham, Chairman of the Washington Post Company, to discuss the creation of a regular youth section that will include youth employment opportunities.		• Create a program on Cable Channel 16
3. Establish a Youth Newspaper to highlight positive contributions of youth as well as youth concerns.			
4. Get seniors more involved with youth to connect with us and help us grow.			
5. Create better public awareness of the consequences of inappropriate police behavior.			
6. Highlight youth accomplishments and youth/adult partnerships.			
7. Provide training for youth about perception.			

# Education

*Education was selected as the second most important topic by the young people who attended the Youth Summit. They want a quality education that prepares them for the world outside of school, whether it be work or college. They want to be taught in a healthy and safe environment by caring and knowledgeable teachers. Young people also emphasized that they want to feel pride in their schools and that they want to share this pride with their community. The major issues that youth identified are listed below.*

## Issue: Teaching and Teachers

Youth expressed strong views about the important role that teachers play in their lives. This issue was the concern voiced most often by youth at the Summit, who indicated that, overall, “teacher motivation” is low and that this strongly affects student motivation. They want teachers who care and show commitment, and who possess solid skills and demonstrate their investment in students’ futures. They also want class sizes small enough to allow for close relationships between teachers and students.

WHAT YOUTH SAID	WHAT WE’RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
<b>1. Teachers should be more in touch with themselves - self aware teachers are better teachers</b>	<ul style="list-style-type: none"><li>• DCPS designed three new professional development institutes for teachers to provide on-site training, sensitivity awareness, and upgrading of teacher skills. Topic areas: best practices, standards, textbooks, technology integration, special education, ESL, OCR, bilingual education.</li><li>• Teacher evaluation modules designed to provide and encourage awareness of self, constructive self-feedback, evaluation, and reflection.</li></ul>		<ul style="list-style-type: none"><li>• Continue to provide relevant professional development for teachers with sensitivity, content, evaluation, and assessment components.</li><li>• Continue to encourage follow-up and follow-through on evaluation modules with the provision of support as needed, necessary or requested.</li><li>• Continue to assure there are venues for teachers to feel listened to in a safe and constructive forum.</li></ul>

WHAT YOU SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
<b>2. Hire more motivated and trained teachers.</b>	<ul style="list-style-type: none"> <li>• DCPS has new, specific process and procedures for hiring, evaluating and eliminating teachers. System interested in hiring the best and most appropriate persons for working with young people.</li> <li>• DCPS Superintendent launched the Teacher Fellows Program to recruit and bring in 100 new teachers from other interesting career positions. A three-year training cycle will be mandatory and provided by DCPS.</li> <li>• Hired new specialists: e.g. AP Coordinators, Change Facilitators, Career Facilitators</li> <li>• Host DCPS Recruitment Fair for the public, which features the various employment opportunities available within DCPS.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue the use of specific processes and procedures to hire, evaluate and eliminate teachers. Attention and equity to the process will increase number of quality teachers and decrease the number of persons not appropriate for the position.</li> <li>• Good teachers also need good principals. Additional pay and opportunities will go to outstanding principals over this coming year. Principals also earn more money for higher performance.</li> <li>• Continue aggressive recruitment efforts.</li> </ul>
<b>3. Encourage teachers to be more caring and more involved in students' lives - they should act as role models and treat students the way they treat their own children.</b>	<ul style="list-style-type: none"> <li>• Many teachers, school counselors and other local school personnel voluntarily involve themselves in the lives of our students.</li> </ul>		<ul style="list-style-type: none"> <li>• Provide venues for teachers to feel listened to in a safe and constructive forum.</li> <li>• Continue to assist personnel who do not feel comfortable in establishing other than strictly academic relationships with students to properly refer them.</li> <li>• Assist students and teachers to appreciate the differences among us and accept that not everyone can or should establish such relationships.</li> </ul>
4. Encourage teachers to take the time to learn about their students and their culture.	<ul style="list-style-type: none"> <li>• Professional development modules available for all DCPS staff on topic areas of multiculturalism and cultural sensitivity.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to provide professional development in cultural competency and sensitivity.</li> <li>• Consider making multicultural and sensitivity courses mandatory for all staff.</li> </ul>
5. Provide higher pay to teachers.	<ul style="list-style-type: none"> <li>• Pay is a union issue. However, many incentives are provided for teachers: Funding for study, special programs and projects, and for teachers with outstanding ratings, Exemplary teacher awards and Grants.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to provide professional recognition, grants and monetary awards.</li> </ul>

WHAT YOU SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
6. Hire more teachers to decrease class size.	<ul style="list-style-type: none"> <li>• Many specialist and direct support personnel have been hired: AP Coordinators, Saturday and Summer Stars Teachers, Career Facilitators.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to provide expert support to the local school.</li> </ul>
7. Hire more teachers to decrease class size.	<ul style="list-style-type: none"> <li>• Administrative teams in schools to observe, assess, evaluate and support teachers on a regular basis.</li> <li>• Clear mandate to have central administration supportive of local school needs and efforts. Focus on providing direct service to classroom.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to provide direct support and assistance to local schools.</li> </ul>
8. Encourage teachers to be more creative.	<ul style="list-style-type: none"> <li>• Administrative teams in schools to observe, assess, evaluate and support teachers on a regular schedule.</li> <li>• Funding available for special projects and programs.</li> <li>• Advanced Microsoft training offered.</li> </ul>		<ul style="list-style-type: none"> <li>• Aggressively continue support and incentive modes available for teachers, which encourage creativity and provide the funding needed to implement creative projects.</li> </ul>
9. Provide sensitivity training to teachers.	<ul style="list-style-type: none"> <li>• Sensitivity component included in new professional development institutes for teachers. Additionally, there is a Leadership and School Culture Institute for Principals.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue professional development offerings.</li> <li>• Consider making such trainings mandatory for the system.</li> </ul>
10. Establish higher expectations of student performance.	<ul style="list-style-type: none"> <li>• 50% of teacher evaluation based on student achievement.</li> <li>• Free SAT Prep course offered.</li> <li>• On-line courses available through Saturday Stars program.</li> <li>• Significant increase in number of AP classes offered.</li> <li>• International program offered.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to maintain the highest of standards.</li> </ul>
11. Offer workshops to train teachers on new learning procedures/skills.	<ul style="list-style-type: none"> <li>• Professional development institutes for seasoned teachers address improving, retooling, and learning new skills. Comprehensive professional development also offered for new teachers.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue comprehensive professional development offerings.</li> </ul>

**Issue: Facilities and Classroom Resources**

Youth want technology-friendly, safe, secure, attractive school facilities that support their learning and growth. They want to be sure that schools have good ventilation and air circulation. They also noted that textbooks are sometimes out-of-date and don’t provide challenging enough lessons.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
1. School supplies should be readily available to students and teachers.	<ul style="list-style-type: none"><li>• The Superintendent visits schools every Friday to assess their academic and facility needs.</li><li>• The Mayor visits a school a week to see first hand how he can support the development of state-of-the-art facilities.</li><li>• From now until 2005, the DC public schools will receive over \$600 million to renovate, modernize and replace school buildings. Each year a different group of schools is scheduled for these services. Some are on track. Others are not.</li></ul>		<ul style="list-style-type: none"><li>• Invite students to dialogue with the Superintendent and Mayor when they visit schools.</li><li>• Publicize proposed and completed school projects as a part of the "Good News About DCPS."</li></ul>
2. Provide schools with more equipment and supplies for each program, i.e. lab, art, etc.	<ul style="list-style-type: none"><li>• A recent Master Facilities Plan serves as a blueprint for major school improvements in the coming years.</li></ul>		<ul style="list-style-type: none"><li>• Publicize Master Plan as appropriate to PTA's and community groups.</li><li>• Solicit the help of the community to communicate a positive message about our progress.</li></ul>
3. Purchase more left-handed desks.	<ul style="list-style-type: none"><li>• A recent Master Facilities Plan serves as a blueprint for major school improvements in the coming years.</li></ul>		<ul style="list-style-type: none"><li>• Principals can order left-handed desk as needed.</li></ul>



WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
4. Provide better heating for all school buildings.	<ul style="list-style-type: none"><li>• 22 DCPS Schools will receive new boilers in SY 2000-01.</li><li>• 202 DCPS construction / renovation projects underway</li><li>• From now until 2005, the DC public schools will receive over \$600 million to renovate, modernize and replace school buildings. Each year a different group of schools is scheduled for these services. Some are on track. Others are not.</li></ul>		<ul style="list-style-type: none"><li>• The "Capital Budget," which provides \$25.7 million in funding for facilities, (\$15.7 million this year and \$10 million next year) is specifically targeted to modernize restrooms.</li></ul>
5. Provide schools with more clean desks.			
6. Schools need more visual aids in each classroom.			
7. Schools need more custodians and support staff.			
8. Install more pay phones in schools.			

**Issue: Student Services**

Youth want to learn and to excel and that they sometimes need extra support to achieve their goals. They want mental health services, day care, academic counseling and medical services available on-site. They also want academic support services like SAT prep courses and courses in more effective time management, mediation, and relationship/communication skills.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
<b>1. Provide every student with access to quality mental health services (substance abuse counseling, high risk lifestyle counseling, treatment for depression, stress control, etc).</b>	<ul style="list-style-type: none"><li>• DCPS collaborative partnership with Commission on Mental Health provides 18 schools with mental health consultation services as well as grief, loss, healing &amp; counseling groups.</li></ul>		<ul style="list-style-type: none"><li>• Seek support and funding to provide on-site mental health services to all schools.</li></ul>
<b>2. Teach Multi-Cultural and diversity issues in schools; counselors should be trained on multi-cultural issues.</b>	<ul style="list-style-type: none"><li>• DCPS initiated collaborative with Office of Multicultural Education Dev., Professional Development and Network of Educators of the Americas (NECA) to co-sponsor a comprehensive mandatory training for all DCPS Multicultural Coordinator's, Teacher's, etc.</li></ul>		<ul style="list-style-type: none"><li>• Consider the need to make multi-cultural and diversity training mandatory for all school personnel.</li></ul>
<b>3. Establish a youth council in each high school that reports to the school board.</b>	<ul style="list-style-type: none"><li>• DCPS Student Government Association: 1) a City-Wide Advisory Council with a Senior High Upper House, Middle/Junior Upper House and Lower House; 2) six elected officials in each house; 3) Student Council in every school; 4.) elected student member to the Board of Education</li><li>• DCPS has Service Learning Youth Council comprised of 2 members from each of its 17 senior high schools. A Service Club is being established in each high school.</li></ul>		<ul style="list-style-type: none"><li>• Consider the establishment of a youth council in each high school that reports to the Superintendent.</li><li>• Encourage communications among the various existing councils.</li><li>• Encourage the establishment of a liaison among them.</li></ul>

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
4. Every Student should have access to (increase counselor to student ratio) quality counseling services including academic counseling (SAT, colleges, universities, class work, mentoring).	<ul style="list-style-type: none"> <li>• DCPS collaborative partnership with Commission on Mental Health provides 18 schools with mental health consultation services and grief, loss &amp; healing groups.</li> <li>• DCPS Guidance and Counseling Department provides professional development the delivery of comprehensive developmental guidance and counseling program through the American School Counselor Association (ASCA) standards.</li> </ul>		<ul style="list-style-type: none"> <li>• Expand partnership to include availability of services to all schools.</li> <li>• Support the nationally suggested counselor to hire only appropriately credentialed and certified counselors.</li> </ul>
5. Inform and present services in languages that would appeal to the youth population.	<ul style="list-style-type: none"> <li>• Information is currently provided in Spanish, French, Chinese, and Vietnamese in addition to English.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to provide information in multiple languages. Inventory parents and students to ensure use of most used other languages.</li> </ul>
6. Improve special education services-better training for all system teachers, counselors, and sensitive population to special education issues.	<ul style="list-style-type: none"> <li>• Professional Development; Transition Services Training for Counselors in SY 2000.</li> <li>• Ongoing training for Counselors with Special Ed. Teaching System (SETS).</li> </ul>		<ul style="list-style-type: none"> <li>• Provide materials and support personnel as needed.</li> </ul>
7. Hire more counselors who are trained to deal with youth on all levels.	<ul style="list-style-type: none"> <li>• DCPS is reforming school counseling services to implement national standards.</li> </ul>		<ul style="list-style-type: none"> <li>• Hire only appropriated credentialed and certified counselors.</li> </ul>
8. Provide medical services in schools.	<ul style="list-style-type: none"> <li>• DCPS works with the Commission on Mental Health to support school based mental health services and other health services in 18 selected schools.</li> </ul>		<ul style="list-style-type: none"> <li>• Provision of access to medical services in all schools.</li> </ul>
9. Provide day care and parenting classes at school.			

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
10. Establish better mentoring programs in schools-ensure that mentors have been trained and remain involved with the program.	<ul style="list-style-type: none"><li>• DCPS Peaceable School initiative provides ongoing conflict resolution training to students and staff, peer mediation programs in all middle schools, junior high, senior highs, and in selected elementary schools.</li><li>• 1,179 high school and junior high students were trained during the 1999-2000 school year. So far this year, 475 elementary school students have been trained.</li></ul>		<ul style="list-style-type: none"><li>• Consider provision of appropriate and perhaps mandatory peer mediation &amp; conflict resolution training for all students and staff.</li><li>• Engage in a public campaign to significantly increase the number of mentors recruited and appropriately trained.</li></ul>
11. Organize and run more college tours.	<ul style="list-style-type: none"><li>• DCPS Guidance &amp; Counseling Depart. coordinates College Fairs &amp; Tours for system through counselors College Tour: 4/16-20/01 Black Southern College Tour. College Fair 2/ 21/01 from 9:00 - 2:00 pm at Vermont Ave. Baptist Church. Family Life Center.</li></ul>		<ul style="list-style-type: none"><li>• Encourage in a public campaign to significantly increase the number of mentors recruited and appropriately trained.</li></ul>

*Issue: Curriculum/Program/Policies*

Youth want educators to offer challenging, real-life, hands-on curriculum and then to hold them to the highest standard of performance. They want more Advanced Placement and other college preparation courses and they want programs both during and after school hours. They also want administrators to enforce rules and regulations fairly and rigorously, but noted that some policies, like with truancy, actually discourage students from showing up.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
<b>1. Make school curriculum more challenging, interactive and relevant to the real world.</b>	<ul style="list-style-type: none"><li>• Academic standards are in place for English / language arts, math, science, history, visual arts, music, physical ed and world languages.</li><li>• On-line courses offered thru STARS.</li><li>• Schools hold students accountable for performance.</li><li>• DCPS infused conflict management skills into core curriculum. It is reflected in its standards for health, social studies and physical education classes.</li><li>• Curriculum reform models in efficacy &amp; achievement.</li></ul>		<ul style="list-style-type: none"><li>• Continue to provide support and encouragement to students.</li><li>• Continue to provide programming that encourages students to use high-level thinking and problem solving skills.</li><li>• Continue efforts in technology integration, which provides limitless access to exciting programming and experiences for students.</li><li>• Continue exploring international options.</li></ul>
<b>2. Ensure that students are aware of all available programs - do better job of promoting the programs.</b>	<ul style="list-style-type: none"><li>• Currently aired on DCPS Channel 28, DCPS Website, print publications, course directories.</li></ul>		<ul style="list-style-type: none"><li>• Approach DC Cable 16 about running course offerings.</li></ul>
<b>3. Offer a wider variety of AP classes and increase the number of students taking AP tests.</b>	<ul style="list-style-type: none"><li>• More AP and honors courses scheduled... at least one AP course available in each of the 17 senior high schools.</li><li>• Hired AP Coordinator.</li><li>• AP Microsoft offered in Summer Stars.</li><li>• Free SAT Prep courses offered.</li><li>• International courses are offered.</li><li>• The Princeton Plan has been reinstituted, as have other college prep classes. Superintendent intends for these classes to be available at all schools.</li></ul>		<ul style="list-style-type: none"><li>• Incrementally increase AP course offerings at all schools in an equitable manner.</li><li>• Support student attempts to take AP courses with academic counseling and tutoring.</li></ul>

<b>WHAT YOUTH SAID</b>	<b>WHAT WE'RE DOING</b>	<b>HOW IS IT WORKING?</b>	<b>WHAT ELSE WE NEED TO DO</b>
4. Ensure that school staff strictly enforces school rules	<ul style="list-style-type: none"> <li>• Local DC Public Schools enforce individual's school guidelines as stated in their student handbook.</li> <li>• Systemic DCPS Rules &amp; Guidelines are enforced by the local school principal.</li> </ul>		<ul style="list-style-type: none"> <li>• Assure that all students and staff understand both local and system rules and guidelines.</li> </ul>
5. Offer more after-school options that are fun and challenging and promote these programs better.	<ul style="list-style-type: none"> <li>• During this school year &amp; the next, the city has committed \$12 million to fund 30 new out-of-school time programs this year. In addition, \$10 million has been committed to fund new programs next year. DCPS has 70 programs funded by federal sources.</li> </ul>		<ul style="list-style-type: none"> <li>• Use multiple modes communicating school and system rules after school options, etc. e.g. press release, PSA's Ch-28 and 16, PTA newsletter, School Newspapers, etc.</li> </ul>
6. Offer more theater, art, peer mediation, conflict management and other elective courses	<ul style="list-style-type: none"> <li>• DCPS Weighted Student Formula provides local school control of 82% of its budget, decision authority over creative course offerings, and site-based management through the Local School Restructuring Team (LSRT).</li> <li>• DCPS Peaceable Schools initiative provides conflict resolution training to students and staff. • 475 elem. students trained this year. Also provided peer mediation programs in all middle schools, junior &amp; senior highs &amp; selected elementary schools. 1179 students were trained.</li> </ul>		<ul style="list-style-type: none"> <li>• Assure that a rigorous course regimen is offered in elective courses as requested and as funding permits.</li> <li>• Continue offering of conflict resolution courses. Investigate possibility of providing even more classes</li> <li>• Work to provide mediation in all schools.</li> </ul>
7. Provide more courses to help students develop social skills.	<ul style="list-style-type: none"> <li>• During the 1999-2000 school year the DCPS Peaceable Schools Initiative trained 4,048 young people in alternatives to violence and conflict management skills in the 1999-2000 school year.</li> </ul>		<ul style="list-style-type: none"> <li>• Assess specific other needs in the area of social development that is needed.</li> <li>• Collaborate with community and faith-based organizations to assist in this area.</li> </ul>

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
8. Establish job prep classes in schools as electives for students.	<ul style="list-style-type: none"> <li>• The DCPS School-To-Careers Work Based Learning Program coordinate the Ground Hog Shadow Day Program, which gives youth the opportunity to shadow professionals in various career fields.</li> <li>• DCPS School-To-Career Work Based Learning Program operate in all senior high schools, and some junior high schools. The program hosts career fairs and provides opportunities for job shadowing, job mentoring and work based internships.</li> </ul>		<ul style="list-style-type: none"> <li>• Integrate STC initiative in all DCPS core curriculum area and standards.</li> </ul>
9. Encourage students to take advanced classes.	<ul style="list-style-type: none"> <li>• DCPS school counselors sponsor career fairs as part of their developmental counseling programs.</li> </ul>		<ul style="list-style-type: none"> <li>• Assure that career efforts within the system among the various departments are coordinated and collaborative.</li> </ul>
10. Encourage students to take advanced classes.	<ul style="list-style-type: none"> <li>• DCPS school counselors are being trained to provide comprehensive academic advisement.</li> </ul>		<ul style="list-style-type: none"> <li>• Have teachers as well as counselors be proactive in encouraging students to take advanced classes.</li> </ul>
11. Expand the Half-Step program that allows students to attend local colleges for advanced classes not offered in their high schools.	<ul style="list-style-type: none"> <li>• HiSkip Program was expanded in SY 1999-2000. However, the colleges impose a cap on the number of students they can accommodate through the program. This is a college funded not DCPS funded program.</li> </ul>		<ul style="list-style-type: none"> <li>• Suggest the possibility of corporate subsidies to DCPS advocates who support the HiSkip Program to increase number of potential student participants.</li> </ul>

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
12. Reconsider the Truancy Policy that allows late students to attend class - is this fair to the students who are on time?	<ul style="list-style-type: none"><li>• Local DCPS schools are responsible for convening their local school attendance committee to develop interventions for chronically late students to encourage improved attendance.</li><li>• Students with excessive absences are given additional support, including attendance intervention to prevent them from failing due to absences.</li><li>• DCPS attendance initiative is in place at the secondary school level. Attendance is taken period by period and parents of absent students are notified by the automated Phonemaster</li><li>• DCPS opened two new alternative education programs (Choice Middle School at Taft, and Choice Senior High School at Douglass) for expelled and long-term suspension students.</li><li>• DCPS does not exercise "social promotion," - students are not promoted only because they are too old to repeat a grade. The Summer STARS program was created to provide extra help to students who may need extra to advance to the next grade.</li></ul>		<ul style="list-style-type: none"><li>• Assure that equitable options to local school truancy guidelines are available and employed.</li><li>• Involve students in the design and delivery of Local School Truancy policies.</li><li>• Assure that ALL students understand the policies: the rationale consequences and options.</li><li>• Sponsor forums, assemblies, dialogues, etc, to encourage conversation and understanding of system and local school policies.</li></ul>



**Issue: Confidence in Our Youth and in Our Schools**

Youth believe that there is enough bad news about them to go around, and not enough positive messages and images of the good things they do. They also want the public to know that DC public schools and public charter schools offer some tremendous opportunities for a good education.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
1.Create a program using Hip-Hop/ or another aspect of youth popular culture to present youth in positive ways and run it on cable TV.	<ul style="list-style-type: none"><li>• DOES will work with the Office of Cable Television to develop a youth run Hip-Hop magazine style television show called “The City is Mine” to run on Cable channel 16.</li></ul>		<ul style="list-style-type: none"><li>• DCPS Office of Community Service and Service Learning is invited Steering Committee members to provide guidance in planning a 2002 youth summit with Youth on "Turning the Table on Hip Hop: A New School Agenda on Health and Ed 4 America's Youth.”</li></ul>
2. Start acting on our ideas.	<ul style="list-style-type: none"><li>• Student ideas received through student member to the School Board, Upper and Lower House of the Student Government and Service Learning Youth Council are acted upon.</li></ul>		<ul style="list-style-type: none"><li>• Consider most appropriate and efficient forums to receive student suggestions.</li></ul>
3. Advocate for Youth features in major newspapers- editorials feature articles, metro section arts/living.	<ul style="list-style-type: none"><li>• Mayor Williams will lead a delegation of youth to meet with Donald Graham, Chairman of the Washington Post Company, to discuss the creation of a regular youth section that will include youth employment opportunities.</li><li>• DCPS Office of Communications receptive and responsive to media requests for school and student feature stories. Regularly refer media to appropriate office for interviews on DCPS happenings of interest.</li></ul>		<ul style="list-style-type: none"><li>• Aggressively offer "good news" stories to the press.</li><li>• Engage in "spin" strategies to assure correct messages are conveyed.</li></ul>
4. Publicize the fact that there are good things happening in our schools.	<ul style="list-style-type: none"><li>• DCPS Channel 28"Eye on DC" is news on what's happening in our schools. Program hosted by student communications interns.</li></ul>		<ul style="list-style-type: none"><li>• Provide assistance to local schools in developing press releases and PSA's around the positive news about our youth, schools, and the system.</li></ul>

<b>WHAT YOUTH SAID</b>	<b>WHAT WE'RE DOING</b>	<b>HOW IS IT WORKING?</b>	<b>WHAT ELSE WE NEED TO DO</b>
5. Encourage students to take pride in their school.	<ul style="list-style-type: none"> <li>• "Theme Days" sponsored by local schools at the local school level.</li> </ul>		<ul style="list-style-type: none"> <li>• Sponsor system-wide spirit / school pride campaign through the service clubs or some other existing clubs.</li> </ul>
6. Put Teen Summit on BET	<ul style="list-style-type: none"> <li>• DCPS Channel 28's Teen Summit and other programming airs on DCPS Channel 28.</li> </ul>		<ul style="list-style-type: none"> <li>• Initiate dialogue with BET to include some of Channel 28 programming on its list of presentations.</li> </ul>
7. Create a youth think tank to promote youth activities and positive accomplishments.	<ul style="list-style-type: none"> <li>• Service Learning Youth Council brainstorms service initiatives which are appealing system-wide.</li> </ul>		<ul style="list-style-type: none"> <li>• Combine the efforts of existing citywide clubs to include youth think tank items on their respective agendas.</li> </ul>
8. Encourage schools to partner with DC Channel 28 to highlight youth successes.	<ul style="list-style-type: none"> <li>• DCPS runs a conflict resolution Public Service announcement on channel 28 that features students using conflict mediation and explaining how they use their conflict mediation skills in their everyday lives.</li> </ul>		<ul style="list-style-type: none"> <li>• Provide assistance or reminders to schools to apprise Channel 28 in a timely fashion of positive school happenings appropriate for filming.</li> <li>• Provide more support to Channel 28 to accommodate quick and breaking news requests.</li> </ul>
9. Create a good spin on being a DCPS student.	<ul style="list-style-type: none"> <li>• The Superintendent and the Mayor have all taken this problem to heart and speak often of youth accomplishments and school successes. They commit to doing so even more.</li> </ul>		<ul style="list-style-type: none"> <li>• Consider professional "spin" strategy assistance to improve DCPS image and more accurately concentrate on the "positive" and "much improved" areas.</li> </ul>
10. Create a youth newspaper to highlight good news/positive accomplishments.	<ul style="list-style-type: none"> <li>• Local school newspapers highlight positive youth news.</li> </ul>		<ul style="list-style-type: none"> <li>• Solicit more youth inclusion in existing system publications.</li> <li>• Take under consideration which DCPS Office or Club might initiate a system sponsored youth newspaper.</li> <li>• Investigate potential of corporate underwriting of a DCPS Youth Newspaper.</li> </ul>
11. Encourage youth to do more volunteer work at community offices and businesses.	<ul style="list-style-type: none"> <li>• Students are required to do community service that meets a community need. DCPS Community Service Liaisons help with placements as needed.</li> </ul>		<ul style="list-style-type: none"> <li>• Resume orientation/networking opportunities for CBO's with DCPS to determine best strategies to accomplish mutual goals and objectives.</li> </ul>

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
12. Assist students to organize letter-writing campaigns on issues of choice.	<ul style="list-style-type: none"><li>• DCPS has service learning projects conducted by local school classrooms with assistance from Community Service Liaisons and Ameri*CorpsVISTA's which conduct letter writing campaigns. (primarily at the high school level)</li><li>• The DCPS Service Learning Fair 2000 sponsored a letter writing campaign as one of its 4 on-site service projects. One thousand students had the opportunity to participate.</li></ul>		<ul style="list-style-type: none"><li>• Coordinate service learning projects and collaborate among disciplines and departments (e.g. English / Language Arts, Service Learning, School-To-Careers) to support appropriate writing campaigns.</li></ul>

**Issue: Community Involvement**

Youth recognize that they don’t and cannot achieve alone. They want the support of strong mentors, tutors and role models and want adults to invest in their lives. They also want community buildings, like the public libraries, to be open later and to serve as safe meeting and study places for their communities.

WHAT YOU SAID	WHAT WE’RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
1. Invite members of the community to more school events - get them more involved with their local schools.	• DCPS principals, PTA's, staff and students invite community members to school events.		• Increase outreach to include community members in local school events.
2. Create more viable lines of communication between schools and existing community based organizations.	• DCPS AmeriCorps*VISTA Service Learning Facilitators serve as point persons for community outreach and community asset mappers in the senior high schools. VISTA members are part of Service Learning Resource Teams that help students with service hours.		• Initiate/resume DCPS/CBO Networking/Orientation Breakfast meetings.
3. Use public libraries more effectively-extend hours and use as community centers.			
4. Build Partnerships with local organizations to use other community buildings like churches as community centers.			• Initiate discussions with CBO's and Faith-Based Communities regarding the use of community buildings.

<b>WHAT YOU SAID</b>	<b>WHAT WE'RE DOING</b>	<b>HOW IS IT WORKING?</b>	<b>WHAT ELSE WE NEED TO DO</b>
5. Provide more adult presence in all programs to act as role models and guides for students.	<ul style="list-style-type: none"> <li>• DCPS students must complete 100 hours of community service or service learning to graduate. Community Service Liaisons, AmeriCorps*VISTA's &amp; 2 community based organizations &amp; the DCPS Office assist students with placements.</li> <li>• Service learning is an educational strategy which connects service to the academic curriculum. It can be used with any curriculum (core academic subjects as well as support areas). Requires incorporation of community, therefore adult presence increased.</li> </ul>		<ul style="list-style-type: none"> <li>• Aggressively solicit adult participation in DCPS programs as appropriate.</li> </ul>
6. Recruit more and better tutors-provide homework help in community centers.	<ul style="list-style-type: none"> <li>• High School community Service Projects involve tutoring at elementary level.</li> <li>• DCPS students provide tutoring for one another as part of community service and service learning programs.</li> </ul>		<ul style="list-style-type: none"> <li>• Support concept of more and better tutors.</li> <li>• Assist with training as possible.</li> <li>• Host Tutor Recruitment Fairs with the understanding that appropriate training will be provided.</li> </ul>
7. Encourage students to come together to focus on important issues- more organized meetings	<ul style="list-style-type: none"> <li>• Service Learning Youth Council at high school level. Two student representatives from every school.</li> <li>• Service Club Coordination at every high school by AmeriCorps*VISTA members.</li> </ul>		<ul style="list-style-type: none"> <li>• Consider establishment of system-wide DCPS Youth Council with collaboration &amp; assistance from other city agencies.</li> <li>• Youth Council would interface with other established citywide youth councils (e.g. Mayor's Youth Council).</li> </ul>
8. Encourage students to become more involved in their community for extra community service hours.	<ul style="list-style-type: none"> <li>• Service Learning projects initiated from classroom curriculum involve engagement with the community.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to encourage students to become involved in their community.</li> </ul>
9. Implement a citywide, glamorized community service campaign to recruit adults to work with youth.	<ul style="list-style-type: none"> <li>• The adult volunteer recruitment effort is centralized and coordinated to help schools meet educational needs of students by DC Office of Corporate and Community Relations.</li> </ul>		<ul style="list-style-type: none"> <li>• Coordinate efforts with other DCPS offices that might be considering recruitment initiatives.</li> </ul>

WHAT YOU SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
10. Invite community leaders to schools to talk with students during class time.	<ul style="list-style-type: none"> <li>Community leaders and others are invited to schools to share information, demonstrate skills and participate in various activities by counselor, School-To-Career Facilitators, Teachers and other school personnel.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to invite community leaders and others to schools to talk with students in connection with appropriate and specific curriculum areas.</li> </ul>
11. Give students research assignments that ask them to identify resources in the community.	<ul style="list-style-type: none"> <li>AmeriCorps*VISTA Service Learning Facilitators conducted community asset mapping at respectively assigned senior high school in SY 1999-2000.</li> </ul>		<ul style="list-style-type: none"> <li>Involve students in community asset mapping projects through the Service Learning Resource Teams in the senior high schools.</li> </ul>
12. Focus development of these programs in Southeast and other under served areas.	<ul style="list-style-type: none"> <li>DCPS makes every effort to distribute programs equitably</li> <li>CBO's also assist with enhancing program offerings (e.g. Marshall Heights Community Center, Ward 7; Metropolitan Police Boys &amp; Girls Clubs, Wards 6,7,8).</li> </ul>		<ul style="list-style-type: none"> <li>Continue practice to equitably provide programming. Continue receptiveness to assistance from community, corporate, and business sectors.</li> </ul>
13. Encourage ANC's to reach out to youth, become more involved in local youth matters.	<ul style="list-style-type: none"> <li>The DCPS Office of Corporate &amp; Community Relations meets with ANC's.</li> </ul>		<ul style="list-style-type: none"> <li>Student involvement can be introduced as a specific line item on the agenda.</li> </ul>
14. Encourage students to reach out to their community in creative ways, i.e. youth can organize a fashion show where each student brings a book to donate.	<ul style="list-style-type: none"> <li>Local school clubs as well as system-wide clubs engage in creative activities with the community.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to support student initiated collaborative with the community as appropriate.</li> </ul>

# Jobs and Training

*Jobs and Training was selected as the third topic of greatest concern to young people. They focused on the need for more and better paying year-round jobs. They want help from the city, their school, and their community to acquire interesting jobs that offer not just a paycheck – but a real learning experience. Young people also want more interaction with working adults, through job training, mentoring and internship programs. The major issues that youth identified are listed below.*

## Issue: Job Training Programs

The youth expressed an interest for more training that will enhance their employability skills and will better prepare them to meet the demands and challenges of the working world.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT WE STILL NEED TO DO
1. Provide basic job counseling for self-improvement.	• Many of the programs at the Department of Employment Services provide basic job counseling, including the Mayor's Youth Leadership Institute, Youth Opportunities Program and Passport to Work partnerships.	Fine	• Partnership with various entities to incorporate job counseling, mentoring and unpaid work experience.
2. Publicize youth job training opportunities via, cable, PSA's schools, radio, TV news and newsletters.	• The Department of Employment Services publicizes its programs through mail campaigns, PSA's Radio Shows, public events, community outreach, fliers etc.	Fine	• The Department of Employment Services is establishing a cable television show that will discuss youth issues.
3. Create pilot programs where employers and youth establish a 3-4 year collaboration by tapping into available resources, including Youth Opportunity Grants, DOES, WIA, etc. to create more training programs.			• The Department of Employment Services is establishing an internet service called DC Network, which will allow youth and employers to access information about employment.
4. Expand programs to make them year round and city-wide.	• Passport to Work Year-Round Academic Enrichment Program is designed to bridge the gap from school to careers. It provides youth with employment and training opportunities during the school year to ensure youth achieve a standard level of employment and skills.	Well, but this a new program that was implemented this year as a year-round program.	• Receive more funding to enhance opportunities and increase staffing

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT WE STILL NEED TO DO
5. Build incentives for youth to learn job skills while they are in school.	<ul style="list-style-type: none"><li>• In-school youth have the opportunity to learn these skills through the Office of Youth Programs Academic Enrichment Program. This program is geared towards in school youth and includes job readiness/job skills training.</li></ul>		<ul style="list-style-type: none"><li>• Establish and enhance existing relationships with DCPS and School to Careers Facilitators to develop a curriculum and workshop within the DCPS system</li></ul>
6. Develop a team of liaisons to ensure that youth with special need (not only educational) are serviced in all areas.	<ul style="list-style-type: none"><li>• DOES currently has a team of liaisons that work with special needs youth including mental and physically disabled youth and youth that are enrolled in specialized programs.</li></ul>		
7. Encourage corporate sponsors to invest in youth training.	<ul style="list-style-type: none"><li>• DOES through it Partnership for Special Initiatives currently solicits corporate sponsorships through employment training and monetary contributions.</li></ul>		<ul style="list-style-type: none"><li>• The Department of Employment Services is hosting a Spring Fling, which will give employers the opportunity to meet D.C. youth.</li></ul>
8. Conduct job training forums.	<ul style="list-style-type: none"><li>• All youth enrolled in the programs offered by DOES participate in an open forum orientation, that discusses job readiness skills.</li></ul>		<ul style="list-style-type: none"><li>• DOES will continue to develop opportunities for Out of School Youth.</li></ul>
9. DOES needs to provide more assistance in finding and enrolling students and out of school youth in job training programs.	<ul style="list-style-type: none"><li>• The Department of Employment Services' Youth Opportunities Program offers youth job training while teaching life skills, as well as offering opportunities for youth to participate in social activities with other youth.</li></ul>		
10. Provide job training in communities (at schools, churches, community centers, etc.)	<ul style="list-style-type: none"><li>• DOES conducts orientations and registration in Community Centers, Recreation Centers, etc.</li></ul>		



WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT WE STILL NEED TO DO
11. Provide a creative job training program just for out of school youth	<ul style="list-style-type: none"><li>• The Youth Opportunities Program offers a multitude of job readiness and life skills workshops. It is a partnership-building program that offers a way to bridge gaps and break cycles that lead to poverty and despair.</li><li>• Youth Opportunity Grants target communities and neighborhoods with disproportionately high rates of poverty, unemployment, single parent households, crime, and drop out rates.</li></ul>		
12. Expand programs offering technical training for out of school youth at various schools.	<ul style="list-style-type: none"><li>• The Youth Opportunities Program is designed to help out of school youth develop effective strategies to address personal, professional and academic challenges.</li></ul>		<ul style="list-style-type: none"><li>• The Department of Employment Services is developing strategies to contract vendors that deal especially with out of school youth</li></ul>
13. Establish a program that offers individuals specialized assessment planning for youth both prior to and together with job training opportunities.	<ul style="list-style-type: none"><li>• The Department of Employment Services offers employment skills workshops, which provide opportunities for youth to acquire the skills, attitudes, and experiences required for successful careers. We also complete an individual service strategy and conduct skills assessments in orientation.</li></ul>		

**Issue: Jobs and Employment Opportunities**

The Young people expressed their desire to have more meaningful types of employment and training opportunities offered through the summer employment program. Young people also want job duties and skills that augment what they are learning in school or would better prepare them for the fields in which they have expressed interest.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT WE STILL NEED TO DO
1. Youth designed Job Resource Centers should be opened in schools –should also be a job prep center.	<ul style="list-style-type: none"><li>• The Department of Employment Services has established 21<sup>st</sup> Century Learning Centers within 10 DC Junior High Schools. The Centers offer peer counseling and mentoring as well as tutoring and employment training for young people, whereby teaching the importance of education as it relates to employability and work readiness skills.</li></ul>		<ul style="list-style-type: none"><li>• The Department of Employment Services goal is to expand the 21<sup>st</sup> Century Learning Centers by opening them in other schools</li></ul>
2. Provide career mentoring to all interested youth.	<ul style="list-style-type: none"><li>• 21<sup>st</sup> Century Learning Centers</li></ul>		
3. Provide more paid internships and training programs for youth .	<ul style="list-style-type: none"><li>• The Department of Employment Services has established a working relationship with DC Private Industry to assist youth in finding employment and technical assistance.</li><li>• The Youth Build Program provides paid internships in the construction trade.</li><li>• The Department of Employment Services offers paid internships through the Federal and Private Sector Initiatives.</li><li>• The EMS and Fire Cadet program gives youth the opportunity of year-round employment.</li></ul>		
4. Provide year-round job opportunities where youth can grow and learn, not just summer employment for youth of all legal working ages – these jobs should match the numbers of hours youth can work, i.e. younger workers are limited to fewer hours than older	<ul style="list-style-type: none"><li>• Passport to Work Academic Enrichment Program provides enhancement of basic academic and occupational skills that young people need to obtain and maintain employment.</li></ul>		

5. DOES should be more involved in schools and communities.	<ul style="list-style-type: none"><li>• The Youth Opportunity Centers located throughout the city.</li></ul>		
6. Develop more meaningful job opportunities and open them up to all youth.	<p>Employment Opportunities</p> <ul style="list-style-type: none"><li>▪ Passport to Work</li><li>▪ Youth Opportunity Program</li><li>▪ Academic Enrichment</li></ul>		<ul style="list-style-type: none"><li>• Develop more summer and year-round opportunities for youth.</li></ul>
7. Create new and better ways to link role models with youth – young people need the support of their families and communities to succeed.	<ul style="list-style-type: none"><li>• 21<sup>st</sup> Century Learning Center</li><li>• Mayor’s Youth Leadership Institute</li><li>• The Alliance of Concerned Men</li></ul>		<ul style="list-style-type: none"><li>• Each of the Youth Opportunity sites is looking to form linkages with the community so as to give youth opportunities that were not available to them before. For example, one of the sites is offering its youth internships at a local college. Also, the youth that participate in the upcoming “Youth Invasion” cable television show produced by DOES will not only have the opportunity to learn about the filed but also to earn college credits.</li></ul>

**Issue: Promoting the Programs with DCPS and Charter Schools**

Youth noted that they are not aware of the various programs offered by District agencies. To ensure that young people do not miss out on employment and training opportunities, these programs must be better promoted in city schools and throughout the community.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
<b>1. Encourage DCPS to offer each youth a variety of "shadowing" experiences from Junior High throughout High school - offer these programs more than just once a year.</b>	<ul style="list-style-type: none"> <li>The DCPS School-To-Careers Work- Based Initiative emphasizes learning in 9th grade, shadowing in 10th grade, mentoring in 11th grade and internship at 12th grade.</li> </ul>	The program needs to be expanded throughout the school year.	<ul style="list-style-type: none"> <li>Integrate DCPS/ School to Career initiatives into core curriculum areas and standards, which will encourage shadowing opportunities more frequently.</li> <li>The Office of Youth Programs is looking to establish stronger linkages with the community. A plan is underway to seek out internships for youth in Congress. The Office is also looking to arrange tours for the youth enrolled in the Mayors' Leadership Institute to the White House and Congress.</li> </ul>
<b>2. Provide school counselors with updated information about the various youth programs available</b>	<ul style="list-style-type: none"> <li>DCPS counselors were provided the DCPS Student Intervention Resource Directory and the recently distributed Youth Service Directory from the Summit.</li> <li>The Department of Employment Services will continue to disseminate materials and information to all D.C. public schools so as to increase students' awareness of the Office of Youth Programs offerings.</li> </ul>		<ul style="list-style-type: none"> <li>Aggressively and consistently include school counselors in the "distribution loop" of materials and resources.</li> <li>The Department of Employment Services will continue to take part in citywide events such as job fairs in an effort to promote current and planned initiatives.</li> </ul>
<b>3. Sponsor job fairs in schools once each academic quarter.</b>			<ul style="list-style-type: none"> <li>We are examining holding three job fairs next school semester.</li> </ul>
4. Provide employment and training related activities in schools.	<ul style="list-style-type: none"> <li>The Mayor's Youth Leadership Institute trains District youth ages 14-17 in the concept of civic and community leadership and development.</li> </ul>		<ul style="list-style-type: none"> <li>The Department of Employment Services is looking to expand its presence in DCPS by expanding its' 21<sup>st</sup> Century Learning Centers.</li> </ul>

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
5. Match students with jobs that they can relate to and that require some of the skills that they already possess.	<ul style="list-style-type: none"> <li>• Passport to Work Summer Youth Employment is designed to provide meaningful work experience for youth during the summer months. It has an array of special projects that have been developed to strengthen youth's academic skills, allowing them to become acquainted with various career opportunities, and gain an understanding of the basic requirements needed to enter the world of work.</li> </ul>	Well, but more funding is needed so that DOES can serve more youth.	
6. Create a career resource center in all schools.	<ul style="list-style-type: none"> <li>• DCPS/ Consortium of College &amp; Universities provide resource materials in every school e.g. college directories, scholarship guides, employability information, one computer with "ECOS" for students to do career &amp; college assessments &amp; searches.</li> <li>• In the 21<sup>st</sup> Century Learning Centers high achieving youth serve as tutors and employment counselors as part of an after school program. They provide other youth</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to expand on the number of hard copy resource materials in the resource centers.</li> <li>• Increase the number of on-line computers in DCPS, which can access "ECOS."</li> </ul>
7. Establish job prep classes in schools as electives for students.	<ul style="list-style-type: none"> <li>• DCPS/STC Facilitators and counselors participated in WAVE training through DC Chamber of Commerce. Facilitators mandated to provide employability skills training to DCPS students upon completion of training.</li> </ul>		<ul style="list-style-type: none"> <li>• Provide the training to a greater number of students.</li> </ul>
8. Encourage schools to help partner students with mentors - recruit enough mentors for each student who wants one.	<ul style="list-style-type: none"> <li>• DCPS/STC initiative conducts mentoring/ orientation workshops with DC Chamber of Commerce and AFL-CIO to recruit mentors for all DC students.</li> <li>• Goal of DCPS/STC initiative to recruit mentors for every student who wants or needs one. Designed a "Work-Based Liability Agreement" which addresses all parties in case of accidents.</li> </ul>		<ul style="list-style-type: none"> <li>• Sustain the current mentors with the appropriate support and appreciation.</li> <li>• Recruit new mentors through aggressive public relations in order to keep the availability of mentors high in number and quality.</li> </ul>

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT ELSE WE NEED TO DO
9. Create more school-business partnerships that pair young people with internships.	<ul style="list-style-type: none"><li>• DCPS/STC 12th graders have opportunities for internships through business community. Requirements: C-GPA, attendance, interest.</li><li>• DCPS collaborative with DOES Passport-To-Work Program provides paid internships for students with half-day schedules in career areas of their interest.</li></ul>		<ul style="list-style-type: none"><li>• Aggressively recruit students to participate. Conduct student and business evaluations of program to assess what modifications might be needed.</li><li>• Continue to seek business placements for students.</li></ul>

**Issue: The Community Needs to Create More Opportunities for Youth**

Young people believe that providing jobs is not just the duty of the government. The entire community needs to work together to make certain that all youth have employment opportunities.

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT WE STILL NEED TO DO
1. Employers need to look beyond grades to skills and attitudes.			
2. Encourage employers to shift their paradigms – to give all young people chance to succeed, not just the high achievers.			
3. Roving leaders type job mentors to act as liaisons and advocates for at-risk youth out of school – this also includes character coaches.			<ul style="list-style-type: none"><li>• The Department of Employment Services is working to strengthen its' ties to the community in order to provide more comprehensive services.</li><li>• Initiatives such as the Spring Fling, and the Employer Host Orientations are just some of the ways the DOES plans on doing this.</li></ul>
4. Convene a comprehensive forum with employers to promote cross cultural learning, establish a partnership and build a strategic on-going conversation/problem solving network.	<ul style="list-style-type: none"><li>• DOES holds an annual Host Conference with previous employers to talk about suggestions and improvements for the next year.</li></ul>		<ul style="list-style-type: none"><li>• The Department of Employment Services will be holding orientations for employers as well as for youth so as to help employers understand their role as both employer and mentor to D.C. youth.</li></ul>
5. Employers should give kids with prior incarceration or other problems a second chance.	<ul style="list-style-type: none"><li>• The Department of Employment Services hires and trains youth with prior incarcerations. The Youth Opportunity Program specifically targets youth in areas with high rates of youthful offenders. It provides many services to youth so as to prepare them not only for the world of work but also to function and live as productive members of their communities.</li></ul>		

WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT WE STILL NEED TO DO
6. The City should require mandatory job/skills training while incarcerated and upon release provide jobs specifically for former youth offenders.	• The Office of Youth Programs is collaborating with The Youth Services Administration to train and employ court involved youth.		
7. Youth need help paying expenses like transportation to and from jobs – employers should consider paying for transportation, day care, etc. for the first two weeks of employment (to cover time before the first pay check arrives) or deducting transportation costs directly from pay checks.	• The Department of Employment Services does not allow the inability to pay for transportation to preclude youth from participating in their programs.		
8. Place young people in jobs close to their homes to reduce transportation costs.	• The Office of Youth Programs considers location when placing youth in jobs and tries to place youth as close to their homes as is feasible.		
9. Organize more Job Fair for youth.			
10. Establish mentoring programs that offer actual job training.	• The Mayor’s Youth Leadership Institute trains District youth ages 14-17 in the concept of civic and community leadership and development.		• The Department of Employment Services is planning to hold a telethon in order to get employers to commit to hiring the Districts’ youth.
11. Create more apprenticeship programs.	• The Youth Opportunity Program is designed to provide year round educational, vocational, and job readiness skills training throughout the city. It assists both in school and out of school youth.		
12. Provide more entrepreneurship classes and training programs.	• Many of the programs at The Department of Employment Services offer both mentoring and on the job training. These include YOG, The Fire Cadet and EMS Training Program, and Youth Build.		



WHAT YOUTH SAID	WHAT WE'RE DOING	HOW IS IT WORKING?	WHAT WE STILL NEED TO DO
13. Encourage corporate sponsors to invest in youth training.	• The Department of Employment Services plans and participates in events to promote the youth of this city and to strength the commitment of employers to youth. One such event is the DC Industry Round Table, which is held annually for youth employers. Sponsors are encouraged to invest in training youth employees.		
14. SYEP- older youth should be paid more than someone younger.	• The Summer Employment Opportunities allow for older youth to make more money than younger youth because they are allowed to work more hours than the younger youth.		
15 .The Mayor should require all businesses to employ a minimum number of youth.			
16. Organize giveaways by popular radio stations to promote job training.			
17. Ask the Washington Post to create a Youth Employment section.	• Mayor Williams will lead a delegation of youth to meet with Donald Graham, Chairman of the Washington Post Company, to discuss the creation of a regular youth section that will include youth employment opportunities.		